

INTRODUCTION TO SOCIOLOGY

FOURTH EDITION



Henry L. Tischler

DO NOT WRITE IN THE STUDY GUIDE
PORTION OF INTRODUCTION TO
SOCIOLOGY IF YOU PLAN TO SELL
THIS BOOK BACK AT THE END OF THE
SEMESTER



YOUR WAY TO AN "A"!

**BUILT-IN STUDY GUIDE & PRACTICE TESTS
BY PATRICK J. ASHTON**

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THE HARDCOURT PRESS

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Henry L. Tischler
Framingham State College

Built-in Study Guide and Practice Tests
by Patrick J. Ashton
Indiana University – Purdue University Fort Wayne



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*Dedicated to
Linda Tischler
and the
research assistance
from
1 Wingo Way*

■ ABOUT THE AUTHOR ■

Henry L. Tischler grew up in Philadelphia and received his bachelor's degree from Temple University and his master's and doctorate degrees from Northeastern University. He pursued post-doctoral studies at Harvard University.

His first venture into textbook publishing took place while he was still a graduate student in sociology when he wrote the 4th edition of *Race and Ethnic Relations* with Brewton Berry. The success of that book led to his authorship of the four editions of *Introduction to Sociology*.

Tischler has been a professor at Framingham State College in Framingham, Massachusetts, since 1969. He continues to teach introductory sociology every semester and has been instrumental in encouraging many students to major in the field. His other areas of interest are race and ethnicity, urban sociology, and organizational behavior.

Professor Tischler has also been active in making sociology accessible to the general population and is currently the host of a radio show on sociological issues on National Public Radio. He has also written a weekly newspaper column, called "Society Today," which dealt with a wide variety of sociological topics.

Tischler lives in Sudbury, Massachusetts, with his wife Linda, a journalist; a teenage daughter, Melissa; and a preteen son, Ben.



■ PREFACE ■

As a new freshman at Temple University in the 1960s, my first experience with a college textbook was in my sociology course. I dutifully read the assigned chapter during my first week of class hoping to become familiar with the subject matter of this required course. The only problem was that I had no idea what the author was saying. The writing level was advanced, the style dense, and the book downright threatening, without photos or illustrations. After several hours of reading I felt frustrated and stupid, and I knew no more about sociology than when I started. If this was what college was going to be like, I was not going to make it, I thought. I remember thinking to myself that I was probably not what guidance counselors in that day referred to as “college material.” I could already picture myself dropping out after the first semester and looking for a job selling furniture or driving a cab. My family would be disappointed, but my father was a factory worker and there was no family history of college attendance to live up to. I continued to struggle with the book and earned a D on the mid-term exam. After much effort, I managed to finish the course with a C, and a burning disinterest in the field of sociology. I did not take another sociology course for two years, and when I did it was “Marriage and the Family,” the easiest course on campus.

I often wonder how I came from this inauspicious beginning to be a sociology professor, let alone the author of an introductory sociology textbook. Then again, maybe it is not all that unusual, because that experience continues to have an effect on me each day. Those first fifteen weeks helped develop my view that little is to be gained by presenting information in an incomprehensible or unnecessarily complicated way or by making yourself unapproachable. Pompous professors and intimidating books are doing a disservice to education. Learning should be an exciting, challenging, eye-opening experience, not a threatening one. I have taught my courses with this in mind, and I hope it comes through in this book.

One of the real benefits from writing four editions of this textbook is that I have been forced periodically to reexamine every concept and theory presented in an introductory course. In doing so I have approached the subject matter through a new set of eyes, and I have tried to find better ways of presenting the material. Teachers rarely venture into each others' classrooms and hardly ever receive honest, detailed, constructive

criticism of how well they are transmitting the subject matter. As authors of textbooks, we do receive this type of information and can radically restructure or fine tune our presentation.

Student-Oriented Edition

Prior to revising this edition of *Introduction to Sociology* we surveyed dozens of instructors to find out what material in a textbook would assist them in the teaching of sociology as well as satisfy student needs. Among other things, we learned that both students and professors are concerned about the cost of books. Introductory textbooks have become very attractive and very expensive during the last decade, as publishers have added hundreds of color photos. This trend has caused the price of textbooks to outpace inflation, making them a substantial purchase for the typical student. In response to this concern we are breaking ranks with textbooks with which we have typically competed and are going back to basics. A textbook after all is meant to be comprehensive and up-to-date and to serve as an important supplement to a course. It makes no sense to make a book so colorful, and therefore expensive, that students often forgo purchasing it. In order to give students the best value possible we are using only black and white photos and a paper cover.

We are not however content to merely provide better value. We also want to provide a better book. Our survey also showed us that professors and students wanted a study guide and practice exams to assist with teaching and learning. We have therefore included a study guide in this book that is as long or longer than those typically sold separately. Students will be able to purchase the combined textbook/study guide for considerably less than the price of a typical textbook. In fact, the price for our textbook/study guide combination will probably be lower than the *used* copy price of most introductory sociology textbooks.

We are very proud of the interactive, workbook-like study guide. It contains detailed chapter summaries and, it outlines all the major learning objectives of the text. All key terms and key sociologists are discussed, and matching exercises are included. Critical thinking questions and suggested readings provide depth to the material and are useful in preparing for essay exams and research papers. Practice tests, which appear at the end of the study guide, provide ample opportunity for review. The

book also includes an important introductory section, “How to Get the Most Out of Sociology,” which discusses general study techniques and provides specific recommendations on how to use the textbook, study guide, practice tests, and lecture material in preparing for exams and getting the most out of an introductory sociology course.

Presentation

My goal is to demonstrate the vitality, interest, and utility associated with the study of sociology. Examining society and its institutions and processes is an exciting and absorbing undertaking. I have not set out to make sociologists of the readers (although if that is an outcome I will be delighted), but rather to show how sociology applies to many areas of life and how it is used in day-to-day activities. In meeting this objective I focused on two basic ideas: that sociology is a rigorous scientific discipline and that a basic knowledge of sociology is essential for understanding social interactions in many different settings, work or social. In order to understand society, we need to understand how it shapes people and how people in turn shape society. We need to develop a new way of understanding the world we have been experiencing for so many years.

Each chapter progresses from a specific to a general analysis of society, with each part introducing increasingly more comprehensive factors necessary for a broad-based understanding of social organization. Great care has been taken to structure the book in such a way as to permit flexibility in the presentation of the material. All chapters are self-contained and, therefore, may be taught in any order.

New in this Edition

It has taken nearly two years to produce this revision. Every aspect of this book has been updated, and a great deal has been changed. The information is as current and up-to-date as possible.

A new chapter, “Health and Health Care,” has been added in response to the growing interest among students and faculty in the field of medical sociology and related issues. Not only do I focus on health care issues in the United States, but also world health trends, with particular emphasis on issues affecting infants and children. The chapter also includes a section on AIDS, which has had an enormous impact on health care throughout the world. Additionally, a section on issues related to aging has been added to the Gender chapter to reflect increased interest in the field of gerontology.

Comparative and Cross-cultural Perspective

Sociology is a highly organized discipline shaped by several theoretical perspectives or schools of thought. It is not merely the study of social problems or the random voicing of opinions. No single perspective is given excessive emphasis; a balanced presentation of both functionalist theory and conflict theory is supplemented whenever possible by the symbolic interactionist viewpoint.

The book has received a great deal of praise for embodying a cross-cultural approach and for using examples from a wide variety of cultures. Sociology is concerned with the interactions of people wherever and whenever they occur. It would be short-sighted, therefore, to concentrate on only our own society. Often, in fact, the best way to appreciate our own situation is through comparison with other societies. We use a cross-cultural focus as a basis for comparison and contrast with U.S. society.

Features

Opening Vignettes

Each chapter begins with a lively vignette that introduces the student to the subject matter of the chapter. Many of these are from real life events to which students can relate—a discussion of missing and abducted children (Chapter 1) or of education in inner-city schools (Chapter 13). Other vignettes refer to current situations that have received media attention—*The Kinsey Institute New Report on Sex* (Chapter 2) and the Los Angeles Riots (Chapter 18). Still others deal with unusual circumstances that will help students appreciate the wide range of events that sociology applies to—whites who claim to be black (Chapter 9), the Chinese one-child population control policy (Chapter 15), giving birth in rural India (Chapter 17), and William McKibben’s attempt to understand society by watching one day’s worth of television on ninety-three stations (Chapter 19).

Controversies in Sociology

Appearing at the end of each chapter this boxed feature is designed to show students two opposing sides to an issue. Sociological controversies help students realize that most social events require close analysis and that hastily drawn conclusions are often wrong. Students will see that a good sociologist must be knowledgeable about disparate positions and willing to question the validity of any statements made by interested parties.

Included in this section are such controversies as “Is Daycare Harmful to Children?” (Chapter

4), "Does Capital Punishment Deter Murderers?" (Chapter 6), "Why is the Black Underclass Growing?" (Chapter 7), "Should English Be the Official Language of the United States?" (Chapter 9), "Euthanasia—What is the Good Death?" (Chapter 10), "Should Unmarried Partners Receive Married Benefits?" (Chapter 11), "Are Religious Cults Dangerous?" (Chapter 12), "Do the Media Have Too Powerful a Role in Elections?" (Chapter 14), "What Causes the High U.S. Infant Mortality Rate?" (Chapter 15), and "Is Disease Caused by Our State of Mind?" (Chapter 17).

Taking the Sociological Perspective

This feature expands on a concept, theory, or issue discussed in the chapter, allowing both teacher and student to examine a specific situation in depth and see its application to sociology. A few examples of the issues explored include "Are Geniuses Born or Created?" (Chapter 4), "Language and Social Interaction in the Courtroom" (Chapter 5), "The Elderly—Rich or Poor?" (Chapter 8), and "How Did the AIDS Epidemic Begin?" (Chapter 17).

Sociology at Work

Special interviews with researchers working with the topic of discussion allow students to experience the vibrant nature of the field of sociology. This section includes interviews with Jack Levin on Serial Murderers and Mass Murderers (Chapter 6), Orlando Patterson on Slavery and Freedom, (Chapter 9), Arlie Hochschild on Working Parents (Chapter 11), Deborah Tannen on Communication between Men and Women (Chapter 10), Jonathan Kozol on Unequal Schooling (Chapter 13), Paul Ehrlich on the Population Explosion (Chapter 15), William H. Whyte on the Role of the City Center (Chapter 16), and George Ritzer on the McDonaldization of Society (Chapter 19).

The Ancillary Package

The primary objective of a textbook is to provide clear information in a format that promotes learning. In order to assist the instructor in using *Introduction to Sociology* an extensive ancillary package has been developed.

Instructor's Manual and Test Bank

Patrick J. Ashton of Indiana University—Purdue University prepared the Instructor's Manual, Test Bank, and the "built-in" study guide. This provides for unusual consistency and integration among all elements of the teaching and learning package. Both the new and experienced instructor will find plenty

of useful ideas in the Instructor's Manual, which is correlated to both the text and the student study guide. Each chapter of the manual includes teaching objectives, key terms, lecture outlines, activities, discussion questions, and a section on computer exercises. The Test Bank contains multiple-choice, true/false, matching, and essay questions. All test items are page referenced to the textbook.

Computerized Test Bank

A computerized version of the Test Bank available for IBM, Macintosh, and Apple computers allows the instructor to modify and add questions and to create, scramble, and print tests and answer keys. A telephone hotline is available for anyone who experiences difficulty with the program or its interface with a particular printer.

Interactive Computer Program

Users of this book will also be able to obtain *The Social Scene*, an interactive computer program specifically designed for sociology students. This program familiarizes students with the basic procedures of survey data analysis by allowing them to manipulate data sets drawn from the General Social Survey (GSS). *The Social Scene* moves the learning of sociology into the twenty-first century.

Overhead Transparencies

A package of overhead transparencies has been developed to illustrate a variety of subjects in the sociology curriculum. These transparencies are based on the latest available data.

Sociology Videos

Harcourt Brace Jovanovich offers five "Currents" videos to accompany this edition of *Introduction to Sociology*. Currents is the highly acclaimed series produced by the PBS affiliate in New York City (WNET). The aim of this series is to provide a forum in which important changes in our society can be evaluated.

Acknowledgments

Anyone who has written an introductory textbook realizes that at various points a project of such magnitude becomes a team effort, with many people devoting enormous amounts of time to ensure that the final product is as good as it can possibly be.

This revision was based on an extensive survey of faculty and students at a wide variety of institutions. Although there are too many to list, I would like to thank those who participated for their comments and suggestions.

Many people at Harcourt Brace Jovanovich provided valuable assistance to this project. Chris Klein, the acquisitions editor, ushered this project through many difficult stages. Karee Galloway, the developmental editor, managed to keep the book on schedule despite a variety of obstacles. It was a privilege to have the support and assistance of these

two very capable people. I would also like to thank Ted Buchholz, editor-in-chief, for his involvement and concern with this book.

I am also grateful to all those students and professors who have shared their thoughts about this book with me over the years.

Henry L. Tischler

■ A WORD TO THE STUDENT ■

HOW TO GET THE MOST OUT OF SOCIOLOGY

Effective Study: An Introduction

Why should you read this preface? Well, if you think you have an “A” in your back pocket, perhaps you shouldn’t. Or maybe you are just not interested in sociology or in becoming a really successful student. Maybe you’re just here because an advisor told you that you need a social science course. Maybe you feel, “Hey, a “C” is good. I’ll never need this stuff.” If so, you can stop reading now.

BUT if you want to ace sociology and learn some techniques to help you in other classes too, this preface is for you. It’s filled with the little things no one ever tells you that improve grades, make for better understanding of classes—and may even make classes enjoyable for you. The **CHOICE** is yours: **To read, or not to read.** Be forewarned. The contents of this preface may challenge the habits of a lifetime—habits that have gotten you this far, but ones that may endanger your future success.

This preface contains ways to help you locate major ideas in your text. It contains many techniques which will be of help in reading your other course textbooks. If you learn these techniques early in your college career, you will have a head start on most other students. You will be able to locate important information, understand lectures better, and probably do better on tests. By understanding the material better, you will not only gain a better understanding of sociology, but might well find that you are able to enjoy your class more.

The Problem: Passive Reading

Do you believe reading is one-way communication? Do you expect the author’s intent will become apparent if you read hard enough or long enough? (Many students feel this way.) Do you believe critical material is buried somewhere in the text, and that you need only find and highlight it to get all that’s important? Do you believe that if you can memorize these highlighted details, you will do well on tests? If so, you are probably a passive reader.

The problem with passive reading is that it makes even potentially interesting writing boring. Passive reading reduces a chapter to individual, frequently unrelated facts instead of providing understanding of important concepts. It seldom digs beneath the surface, relying on literal meaning rather than potential implications. Since most college testing relies on the understanding of key concepts

rather than simple factual recall, passive reading fails to significantly help students to do well in courses.

The Solution: Active Reading

Active reading is recognizing that a textbook should provide two-way communication. It involves knowing what aids are available to help understand the text and then using them to find meaning. It involves pre-reading and questioning. It includes recording questions, learning vocabulary, and summarizing. Still, with all these techniques, active reading frequently takes less time and produces significantly better results than passive reading.

UNIQUE FEATURES OF THE STUDY GUIDE

For each chapter you will find a

- **Detailed chapter summary**
contains all the main points of the chapter separated by major headings
 - **Complete outline**
includes every bold-faced heading in the text each heading is turned into a relevant question, with space to write in your answer.
 - **Comprehensive set of learning objectives**
objectives cover all major issues raised in the text
comprehension/application exercises for each one, with space to write in your answer
 - **Key concepts matching exercise**
includes every term defined in the text
also contains additional important concepts
correct answers are provided
 - **Key thinkers/researchers matching exercises (where relevant)**
includes every theorist or researcher actually discussed in the text
correct answers are provided
 - **Critical thinking/application questions**
promotes depth in reflecting on the material
useful in preparing for essay exams and papers
 - **Suggested readings**
annotated to help you fine-tune your search for further information
grouped by major text heading
-

This textbook—especially the Study Guide—is designed to help you become an active reader. In the Study Guide, you will find a variety of learning aids based on the latest research on study skills. If you get into the habit of using the aids presented here, you can apply similar techniques to your other textbooks and become a more successful learner.

Effective Reading: Your Textbook

As an active reader, how should you approach your textbook? Here are some techniques for reading text chapters that you should consider.

1. Think first about what you know. Read the title of your chapter; then ask yourself what experiences you have had that relate to that title. For example, if the title is “Social Interaction and Social Groups,” ask yourself, “In what ways have I interacted with others in social situations? Have I ever been part of a social group? If so, what do I remember about the experience?” Answers to these questions personalize the chapter by making it relate to your experiences. They provide a background for the chapter, which experts say improves your chances of understanding the reading. They show that you do know something about the chapter so that its content won’t be so alien.

2. Read your Study Guide summary as an index to important ideas *before* reading the textbook chapter. To make your reading easier and more effective, use the aids provided by the book for doing so. Turn to the appropriate chapter of the Study Guide at the back of your textbook. The Study Guide contains comprehensive, detailed summaries for all chapters in your book. This is a great benefit since it includes all the points you need to understand. You may find items in the summary you know already. You may be able to read more quickly through textbook sections covering these items. You may not know anything about other items in the summary. This tells you where to spend your textbook reading time. **A good rule:** Study most what you know least.

In most other textbooks, the summary will be found at the end of the chapter. Wherever it is, the summary is often your best guide to important material.

3. Pay attention to your Study Guide chapter outline. This textbook, as most other college textbooks, has an outline at the beginning of each chapter. If you do nothing else besides reading the summary and going through this outline before reading the textbook chapter, you will be far ahead of most students. (You will be clued in on what is

important.) But you will gain even more help from using the outline in your Study Guide.

In addition to giving you a complete list of the main topics to be covered in the chapter, the study guide outline turns each one into a question. Most experts say that turning chapter headings into questions is a *most valuable* step in focusing reading on important information. The Study Guide has done this for you. Reading these questions gives you a solid idea before you even start reading of what kind of information you need under each heading.

4. Check the learning objectives in your Study Guide. Many textbooks list learning objectives in the text or in study guides. Your Study Guide includes learning objective questions and fill-in-the-blanks exercises to help you locate and understand key information. Read through these objectives. You may not be able to answer any learning objectives questions now, but these questions will help you focus on the kind of information you need to find and on how items relate to one another. For example, the Learning Objectives section of Study Guide Chapter 1 sets up the differences between sociology and the other social sciences and gives space to write in needed information. Not only does this tell you that you will need to know how psychology, economics, history, and so on differ from sociology, but it gives you space to write down these differences as you read.

5. Question as you read. Turn your chapter title into a question, then read up to the first heading to find your answer. The answer to your question will be the main idea for the entire chapter. In forming your question make sure it contains the chapter title. For example, if the chapter title is “Doing Sociology: Research Methods,” your question might be “What research methods does sociol-

GUIDELINES FOR EFFECTIVE READING OF YOUR TEXTBOOK

1. Think first about what you know.
 2. Read your Study Guide summary as a guide to important ideas *before* reading the textbook chapter.
 3. Pay attention to your Study Guide chapter outline.
 4. Check learning objectives in your Study Guide.
 5. Question as you read.
 6. Pay attention to graphic aids.
 7. When in doubt, use clues to find main ideas.
 8. Review right after reading.
-

ogy use?” or “Why does sociology use research methods?”

As you go through the chapter, either make up your own questions for each heading, or use those provided in the Study Guide. The Study Guide questions will point you toward the most important material in a section. However, it is also a good idea to form your own questions to get into practice for books not containing this helpful aid. A good technique might be to make your own question and then check it against the Study Guide question before reading. In any case, use a question, and highlight your answer in the text. This will be the most important information under each heading. Don't read as if every word is important; focus on finding answers.

6. Pay attention to graphic aids. As you read, note those important vocabulary words appearing in bold type. Find the definitions for these words (in this book, definitions will appear in italics right next to key words) and highlight them. These terms will be important to remember. Your Study Guide lists all of these terms in the sections headed “Key Concepts.”

Pay attention to photos and photo captions. They make reading easier because they provide a visualization of important points in the textbook. If you can visualize what you read, you will ordinarily retain information better than people who don't use this technique. Special boxed sections usually give detailed research information about one or more studies related to a chapter heading. For in-depth knowledge, read these sections, but only after completing the section to which they refer. The main text will provide the background for a better understanding of the research, and the visualization provided by the boxed information will help illuminate the text discussion.

7. When in doubt, use clues to find main ideas. It is possible that, even using the questioning technique, there could be places where you are uncertain if you're getting the important information. Being sensitive to clues both in the text and in the Study Guide will help you through such places. In the text, it helps to know that main ideas in paragraphs occur more frequently at the beginning and end. Watch for repeated words or ideas—these are clues to important information. Check examples; any point that your author uses examples to document is important. Be alert for indicator words (such as *first*, *second*, *clearly*, *however*, *although*, and so on); these also point to important information. Names of researchers (except for those named only within parentheses) will almost always be important.

For those chapters in which important social scientists are discussed, you will find a “Key Thinkers/Researchers” section in your Study Guide. This section asks you to match these people with their accomplishments.

Your Study Guide Learning Objectives section contains other clues too. For example, if material is mentioned under learning objectives, it is probably important to remember.

8. Review right after reading. Most forgetting takes place in the first day after reading. A review right after reading is your best way to hold text material in your memory. A strong aid in doing this review is your Study Guide. If a brief review is all you have time for, return to the Study Guide chapter outline and/or the Learning Objectives section. Reread the questions in the outline; see if you can answer them. If so, you probably know the material. If not, check the question, and reread that chapter section to get a better understanding.

An even better review technique is to write in the answers to the questions in the outline and to fill in the exercises in the learning objectives section. Writing makes for a more active review, and activity is the key to successful reading. If you can answer the outline questions and fill in the learning objectives exercises, you will have the information you need from the chapter. If there are blanks in your knowledge, you can return to the appropriate section of the textbook and write the information you find in your Study Guide. This technique is especially valuable in classes requiring essay exams or papers because it gives you a comprehensive understanding of the material as well as a sense of how it can be applied to real-world situations.

For a slightly longer, but more complete, review do the Key Concepts and Key Thinkers/Researchers matching tests. These will assure you that you have mastered the vocabulary and know the contributions of the most important researchers mentioned in the chapter. Since a majority of test questions are based on understanding the vocabulary, research findings, and major theories, you will be assuring yourself of a testing benefit during your review.

It is also a good idea to review the Critical Thinking/Application in the Study Guide. One key objective of Sociology—and indeed of most college courses—is to help you develop critical thinking skills. Though basic information may change from year to year as new scientific discoveries are made, the ability to think critically in any field is important. If you get in the habit of going beyond surface knowledge in sociology, you can transfer these skills to other areas. This can be a great benefit not only

while you're in school but afterwards as well. As with the Learning Objectives section, the questions provide the kind of background that is extremely useful for essay exams.

Finally, if possible, you should turn to the Practice Tests section located after the last chapter of the Study Guide and complete the appropriate test for the chapter read. The Practice Tests offer double benefit. First, if you get a good score on this test, you know that you understand the material. If you get a low score, on the other hand, you know what material to review again. Second, the format of this test is very similar to what you will see when you take real tests. For this reason, you should develop some confidence in your ability to succeed in course tests from doing well on the practice test.

What other methods would an active student use to improve understanding and test scores in sociology? One might be to read selected materials from the annotated Suggested Readings sections of your Study Guide. This would help deepen your knowledge of important areas of sociology. Another is using the techniques discussed below.

Functioning in Class

There are two ways of participating in your sociology class: actively and passively. Passive participation involves sitting there, not contributing, waiting for the instructor to tell you what is important. Passive participation takes little effort, but it is unlikely to result in much learning. Unless you are actively looking for what is significant, the likelihood of finding the important material or of separating it effectively from what is less meaningful is not great. The passive student runs the risk of taking several pages of unneeded notes, or of missing key details altogether.

Active students **begin** each lecture **with a question**. "What is this lecture going to cover today?" They find an answer to that question, usually in the first minute, and use this as the key to important material throughout the lecture. When there is a point they don't understand, they *ask* questions. Active students know that information not understood in lectures has a way of turning up on tests. If classroom discussion is called for, they are quick to join in. And the funny thing is, they frequently wind up enjoying their sociology class as they learn.

Effective Studying

As you study your sociology text and notes, both the method you use and the time picked for study will have effects on comprehension. Establishing an

effective study routine is important. Without a routine, it is easy to put off study—and put it off, and put it off . . . until it is too late. To be most effective, follow the few simple steps listed below.

1. When possible, **study at the same time and place each day**. Doing this makes use of psychological conditioning to improve study results. "Because it is 7:00 p.m. and I am sitting at my desk, I realize it is time to begin studying sociology."

2. **Study in half-hour blocks with five minute breaks**. Long periods of study without breaks frequently reduce comprehension to the 40 percent level. This is most inefficient. By using short periods (about 30 minutes) followed by short breaks, you can move that comprehension rate into the 70 percent range. *Note* that if 30 minutes end while you are still in the middle of a text section, you should go on to the end of that section before quitting.

3. For even more efficient study, **review frequently**. Take one or two minutes at the end of each study session to mentally review what you've studied so far. When you start the next study session, spend the first minute or two rehearsing in your mind what you studied in the previous session. This weaves a tight webbing in which to catch new associations.

4. **Don't mix study**. Do all of your sociology work before moving on to another course. Otherwise, your study can result in a confusion of ideas and relationships within the subjects studied.

5. Finally, **reward yourself** for a study task well done. Think of something you like to do, and do it when you finish studying for the day. This provides positive reinforcement, which makes for continued good study.

Successfully Taking Tests

Of course, tests are a payoff for you as a student. Tests are where you can demonstrate to yourself and to the teacher that you really know the material. The trouble is, few people know how to take tests effectively. And knowing how to take tests effectively makes a serious difference in exam scores. Here are a few tips to improve your test-taking skills.

Studying for Tests

1. **Think before you study**. All material is not equal. What did the instructor emphasize in class? What was covered in a week? A day? A few minutes? Were any chapters emphasized more than others? Use these clues to decide where to spend *most of* your study time. Use the Practice Tests section to prepare for multiple choice questions. Review the

Key Thinkers/Researchers and Key Concepts sections in the Study Guide for important people and terms. Use the Learning Objectives and Critical Thinking/Application Questions sections to prepare for essay questions.

2. Begin study a week early. If you find material you don't know, you have time to find answers. If you see that you know blocks of material already, you have saved yourself time in future study sessions. You also avoid much of the forgetting which occurs with last-minute cramming.

3. Put notes and related chapters together for study. As you study, don't stop for unknown material. Study what you know. Once you know it, go back and look at what you don't know yet. There is no need to study what you already know again. Put it aside, and concentrate on the unknown.

Taking Tests

1. Don't come early; don't come late. Early people tend to develop anxieties; late people lose test time. Studies show that people who discuss test material with others just before a test may forget that material on the test. This is another reason that arriving too early puts students in jeopardy. Get there about two or three minutes early. Repeat to yourself as you get ready for the test, "I can do it! I will do it." This will set a positive mental tone for the test.

2. Be sure you understand all the directions before you start answering. Not following directions is the *biggest cause* for lost points on tests. Ask about whatever you don't understand.

3. Read through the test, carefully answering only items you know. Be sure you read every word and every answer choice as you go. Use a piece of paper or a card to cover the text below the line you are reading. This can help you focus on each line individually—and increase your test score.

Speed creates a serious problem in testing. The mind is moving so fast that it is easy to overlook important words such as *except*, *but*, *best example*, and so on. Frequently, questions will contain two close options, one of which is entirely correct, and the other only partially correct. Moving too fast without carefully reading items causes people to make wrong choices in these situations. Slowing reading speed makes for higher test scores.

The mind tends to work subconsciously on questions you've read but left unanswered. As you're doing questions later in the test, you may suddenly have the answer for an earlier question. In such cases, answer the question right away. These sudden insights quickly disappear and may never come again.

GUIDELINES FOR SUCCESSFULLY TAKING TESTS

Studying

1. Think before you study.
2. Begin study a week early.
3. Put notes and related chapters together for study.

Taking the Test

1. Don't come early; don't come late.
 2. Be sure you understand all test directions before you start answering.
 3. Read through the test carefully answering only items you know.
 4. Now that you've answered what you know, look carefully at the other questions.
 5. If you finish early, stay to check answers.
 6. When you get your test back, use it as a learning experience.
-

4. Now that you've answered what you know, look carefully at the other questions. Eliminate alternatives you know are wrong and then *guess*. Never leave a blank on a test. Any chance is better than *no* chance.

5. If you finish early, stay to check answers. Speed causes many people to make answers that a moment's hesitation would show to be wrong. Read over your choices, especially those for questions that caused you trouble. Don't change answers because you suddenly feel one choice is better than others. However, if you see a mistake, change your answer.

6. When you get your test back, use it as a learning experience. Where did the material come from: book, lecture, or both? What kind of material was on the test: theories, problems, straight facts? The same kind of material taken from the same source(s) will be on future tests.

Look at each item you got wrong. Why is it wrong? If you know why you made mistakes, you are unlikely to make the same ones in future. Following this formula can make for more efficient use of textbooks, better note-taking, and higher test scores.

A Final Word

As you can see, the key to student success lies in becoming an active student. Managing time, questioning at the start of lectures, planning effective measures to increase test scores, and using all aids available to make reading and study easier are all

elements in becoming an active student. The Study Guide and Practice Tests for this textbook have been specially designed to help you be that active student. Being passive may seem easier, but it is not. Passive students spend relatively similar amounts of time studying, but learn less. Their review time is likely to be inefficient. Their test scores are more frequently lower—and they usually have less fun in their classes.

The danger in becoming an active student is that activity is contagious; if you become an active student in sociology, it is hard not to practice the same active learning techniques in English and math as well. Once you start asking questions in your text and using your Study Guide, you may find that

you start asking questions in class as well. As you acquire a greater understanding of your subject, you may find that you enjoy your class more—as well as learn more and do better on tests. That is the real danger in becoming an active learner.

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STUDY GUIDE
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INTRODUCTION TO
SOCIOLOGY
FOURTH EDITION